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ABSTRACT

This monograph is one of 12 that address various topics in the area of CETA/education linkages. They were designed to provide those individuals interested in the development and implementation of CETA/education linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs. This monograph provides basic information to instructors of CETA clients in skill centers and other CETA environments concerning training methodology and techniques. Elements discussed include serving as a role model, motivating techniques, planning for effective training, and training techniques. A sample unit plan format and a daily plan are provided. (CT)

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Methodology and Techniques

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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He has had extensive experience in marketing, high school vocational education teaching, adult vocational education, and was a project coordinator for the Interstate Distributive Education Curriculum Consortium (IDECC). In this capacity, he co-authored a procedures manual for competency-based curriculum development, conducted task analyses, and performed an experimental study, comparing the IDECC competency-based systematic approach of instruction to more conventional teaching.

While at the Ohio State University, he coordinated the planning and implementation of the Performance-Based Teacher Education system developed at the National Center for Research in Vocational Education across the faculties of Agricultural, Home Economics, Trades and Industrial, Industrial Technology, Distributive, and Business Education.

As a faculty member in the Division of Vocational & Technical Education at Virginia Tech, he currently teaches and advises graduate and undergraduate students, provides services to marketing and distributive educators throughout Virginia, and conducts research in various phases of vocational education.

Forward

Since the enactment of the Comprehensive Employment and Training Act (CETA), 1973, there has been a continued need to develop cooperative relationships between (1) local prime sponsors, (2) public and private educational institutions, and (3) community based organizations. While this concern seems to exist for a variety of reasons, it is commonly recognized that poor communication is a major barrier to effective cooperative relationships in Employment and Training (CETA). This problem continues as little information has been disseminated providing ideas or models for the collaboration of efforts in the employment and training field. The provisions of both CETA and the Vocational Education Act of 1976 have noted this problem.

Recently, the Virginia Governor's Employment and Training Council funded a three phase project titled: "Inservice, Technical Assistance, and Information Dissemination Service for CETA/Education Linkages." One phase of this project provided for the development and dissemination of twelve monographs. The monograph series addresses various topics in the area of CETA/Education Linkages. The purpose of the monographs is to provide those individuals interested in the development and implementation of CETA/Education Linkages with information that will serve to enhance the quality of existing programs and facilitate the efficient and effective development of new programs.

Methodology and Techniques

Introduction

The purpose of this monograph is to provide basic information to instructors of CETA clients in skill centers and other CETA environments concerning training methodology and techniques. The preparation of CETA instructors seems to vary considerably; some have had a great deal of formal education and relatively little occupational experience while others have had a great extent of work experience but little or no formal preparation for training. Because of this inconsistency in the preparation of CETA instructors, this document was written. It should be read primarily by those beginning instructors with less formal preparation who are in need of basic information concerning training methodology and techniques. However, it may also serve as a refresher for instructors with previous training experience and/or formal education.

The ideas presented herein pertain primarily to the training of CETA trainees through classroom programs. It is recommended that this monograph be read in combination with others in this series. For example, the curriculum (what is to be learned by trainees) is addressed in another document entitled, "Curriculum Designs to Support the CETA Service Recipient" and an entire monograph is devoted to competency-based education.

The individual providing the training is perhaps the most important contributing factor to the effectiveness of a training program. The instructor is responsible for being a part of the training team, serving as a role model, using motivating techniques, planning for effective training, and implementing effective training strategies.

The importance of these factors becomes apparent when one considers the diversity of goals, interests, previous experiences,

aptitudes, and motivation among trainees. This diversification results in the teacher needing to be competent in each of these areas. For example, a particular method may be successful with one trainee and yet fail miserably with another. And, certain techniques may be more appropriate for training in certain skill areas than in others.

In an attempt to enhance effective training, this monograph is presented for those CETA instructors who seek to improve their training. Additional information in which the reader may be interested is available from a multitude of sources to supplement the ideas presented here.

Being a Part of the Training Team

Instructors should realize that they are not alone in their interests in a trainee and they do not have to work in isolation. Rather, teachers should work closely with the counselors, job placement specialists, supervisors, and other instructors for the good of the trainee. It is important to have constant communication among all team members. For example, the counselor should inform the teacher of a trainee's personal job interests as well as the aptitudes, abilities, and interests found through testing. The instructor should inform the job placement specialist of the trainee's job qualifications and interests. This team effort is vital to the overall effectiveness of training programs.

Structured, systematic meetings of training teams for each trainee should be part of any CETA program. For example, perhaps a team is composed of the teacher, counselor, and job placement specialist. This team should meet periodically to review the progress of the trainee, address identified problems, and predict future directions for the trainee in relation to training. Program changes may be needed for the trainee which will result in solutions to problems and meet the needs of the trainee more effectively.

Instructors can also work cooperatively in order to get tasks completed which will improve the facilities, equipment, and operation of the program and, at the same time, provide realistic training projects for the trainees. For example, the clerical teacher may assign to trainees typing that needs to be done for the carpentry program while this "favor" is returned by the carpentry instructor who assigns his or her trainees to construct bookcases for the clerical program. This team effort works to the advantage of all concerned and, perhaps most importantly, provides the trainees with "real life" training projects.

Serving as a Role Model

A subtle method that affects trainees is the modeling that every instructor does consciously or unconsciously. The appearance and behavior of the teacher are serving as models for the trainees. To many of these trainees, the instructor is the best role model in their lives. Every move that the teacher makes is seen by some trainee and may be imitated - good or bad.

A few examples of good role modeling include speaking clearly, correctly, and without profanity; dressing appropriately for the classroom and occupational area for which training is being provided; and keeping an even consistent mood.

Motivating Techniques

Perhaps one of the major responsibilities of an instructor is to motivate the trainees. Without a spark to light the path of learning, the training being provided may not meet with maximum success. Some teachers will agree that motivating learners comes naturally to them and requires little thought. Others are in need of ideas on how to motivate their trainees.

An Exciting Classroom Spirit

A classroom that is exciting, vibrant, and alive is produced by instructors who attempt to build a classroom spirit that

trainees will catch. Teacher enthusiasm can be expressed by showing sincere interest in the trainees, caring and respecting them, and trusting and believing in their capabilities and potentials. This spirit can also be reflected by teachers' positive attitudes toward their own work, the work of their trainees, and the surroundings. In such classrooms, the instructors obviously care about their trainees and are open to them. These instructors identify with the problems of their trainees and show empathy through their own actions.

A classroom is also exciting when the trainees realize the relevance and importance of the work they are doing. This can be accomplished by teachers when they show their own interest and love for the occupation for which training is being provided. Throughout the learning process, teachers should explain the importance and value of the occupational area in that particular industry and in society as a whole. Furthermore, the importance of the specific tasks being learned should be emphasized and the reasons why these tasks are necessary should be explained thoroughly. Describing the consequences of not performing the tasks may well be effective. Also, the trainee needs to understand where a particular task being taught fits into the overall job and how it relates to tasks previously learned.

Not only should the importance of the job be highlighted, but the benefits and rewards of working and performing effectively in the occupational area should also be cited enthusiastically. The training takes on new meaning and value and the classroom spirit is enhanced when the trainees can see rewards later for their efforts now.

Another vital factor that can build a vibrant classroom spirit is variety in the classroom activities. Since the attention spans of most people are limited, changing the learning experiences may mean more effective learning. The instructor needs to

be flexible with daily plans so that the activities can be changed if the trainees are not responding adequately, whether this non-response is due to boredom or to a technique that is not "just right." In order to maximize learning, a teacher needs to be sensitive to the needs and interests of the trainees at any particular moment and must try to meet those needs and interests by assigning appropriate activities.

Along with variety and flexibility, a classroom will be exciting if the techniques used include a great deal of trainee participation. Also, audio-visual aids may supplement instruction and provide for a more interesting atmosphere. These and other specific techniques are described later.

Building Confidence in the Trainees

Building confidence in the trainees and, thereby, helping them improve their self-concepts is another motivating technique. One way of doing this has already been mentioned but merits repetition. If the teacher believes in the potential of the trainees and keeps high expectations of them, they will be motivated to aspire toward higher goals. Their achievements may even astound the instructor.

The teacher should not be timid about praising accomplishments. This praise, however, should be deserved - honestly praising the achievement of trainees can be effective while dishonestly praising or over-praising will cause this technique to lose its effectiveness.

In attempting to build self-confidence, the teachers should be careful to keep the pace of learning at an appropriate rate of speed. They should not try to go too quickly but should be careful that the trainee has mastered one task before going to another, possibly more difficult task. This is especially critical if one skill builds upon another. Instructor patience will result in confidence building among the trainees.

It is also a good idea to plan an activity during each training session that will probably meet with trainee success and conduct this exercise near the beginning of the session. This will make the trainee feel that the day or session has gotten off to a good start and may motivate that individual to keep a "head of steam" going.

In building a positive self-concept in a trainee, it is imperative that the teacher be willing to take the time to talk with the trainees about problems that may be affecting their work in the classroom. Often, trainees just need someone to listen to their problems and an opportunity to let out their frustrations.

Additional Hints

Additional, miscellaneous hints that may contribute to more effective training follow:

1. If the instructors respect their trainees, their trainees will respect them.
2. Instructors should be consistent with their class routine.
3. Instructors should have everything ready before class begins.
4. Instructors should get to know their trainees early.
5. Instructors should hold the trainees accountable for their own actions.
6. Instructors should speak softly, but firmly.
7. Instructors should be clear with instructions.
8. Instructors should aim to have full class participation. Even if training is occuring in a group setting, the teacher should try to have every trainee say something every day. If the trainees are working individually, the teacher should talk to each one every class session.
9. Instructors should be friendly but maintain a proper distance.
10. Instructors should be flexible.

11. Instructors should handle disciplinary problems according to the rules of the institution. Minor problems should not be over-played.

12. Instructors should never threaten trainees.

13. If a problem arises, the instructor may wish to counsel the trainee as a first step in attempting resolution. If results are not satisfactory, the counselor may pick it up, then the supervisor, etc. Teachers should always follow the appropriate chain of command. Sometimes, specified offenses or problems may need to be dealt with in a different manner, depending upon the rules and procedures of the institution. For example, a drug problem may need to be referred directly to the superintendent or director.

Planning for Effective Training

In order to provide the most effective training possible, the instructor must consider planning an important phase of his/her job. The teacher should identify the interests, goals, and aptitudes of the trainees, determine the tasks performed in the occupational area of training, and develop unit and daily plans. These plans identify the objectives of the classroom training, determine the activities and techniques to be used in teaching to these objectives, identify the resources (equipment, materials, supplies) needed for the instruction, and determine the methods of evaluating the trainee's progress.

After the skills and knowledge that require training have been identified, they should be carefully clustered into topics in an attempt to organize the training to take place. Thus, the curriculum (or what is to be learned) should be organized in a series of topics. This outline is often referred to as a course of study. Each topic from the course of study serves as the basis for a training unit. From the unit, daily plans are developed which serve as vehicles for teacher preparation on a daily basis.

Unit Plans

Unit plans provide continuity and direction which lead to specified goals and objectives. Furthermore, they ensure that the effort and time devoted to training in specified knowledge and skills are appropriate and cohesive. Through this organizational scheme, the instructor attempts to keep "on track," which results in more effective training.

A unit plan is based upon one topic and varies in length and complexity depending upon the particular topic. Components of a unit plan include a title, overview, trainee performance objectives, outline of the contents of the unit, learning activities to be used in the training process, evaluation procedures, citations of resource materials, and special notes for the teacher. A sample format of a unit plan appears in Figure 1. Additional information on unit plans and their components may be found in many instructional methods books including module B-3, "Develop a Unit of Instruction," which is one of 100 modules in the Professional Teacher Education Module Series developed at The Center for Research in Vocational Education, The Ohio State University.

Daily Plans

A more specific plan for a particular training session is referred to as a "daily plan" or, sometimes, a "lesson plan." It is based upon one or more objectives listed in the unit plan and serves as the basis of training for one session. Sometimes, these objectives need to be broken down into more specific behavioral objectives for the session. A clearly stated objective will include the particular skill or knowledge that the trainee will learn, the conditions under which this behavior will be accomplished, and the criterion or basis upon which satifactory attainment of the objective will be judged. These objectives appear in the daily plan.

The approach the instructor will follow in order to acquaint the trainees with the specific objectives of the day is called the introduction and is placed in the daily plan. The content of the session which is based upon the objectives and the techniques and learning activities to be used in the training process are also included in the daily plan. Furthermore, the resources and materials needed for the session are identified in the plan along with the session summary and evaluation measures. The daily plan may include space for announcements to be made to the trainees as well as ample room for instructor notes.

A suggested daily plan format appears in Figure 2. For additional information on daily (lesson) plans, the reader may wish to refer to an instructional methods book or Module B-4, "Develop a Lesson Plan," in the Professional Teacher Education Module Series.

Training Techniques

Training techniques to be considered here will include methods, learning activities, learning experiences, and aids that are used in the training and learning process. They include a wide range of techniques from practice, to lecture, to use of audio-visual aids. The task of selecting techniques to use will be discussed, followed by a description of many techniques used in CETA programs.

Selecting Training Techniques

One of the most important elements of planning is identifying training techniques to be used to help trainees reach specified objectives. The instructor should decide carefully which techniques are most appropriate in a particular situation based upon certain principles. Of course, the basic question to be asked when selecting a learning experience is, "Does it work? Is it effective? Does it accomplish what is intended by the objective?" The following principles may be applied to selecting techniques for training.

First, the technique should be selected based upon the appropriateness to the learning objective. Different levels and types of objectives call for different methodology. Furthermore, several techniques may be appropriate in training to a particular objective while only one technique may be appropriate for another objective.

Secondly, to learn how to perform a task, the trainee should be provided the opportunity to actually practice the task. Learning by doing is a major principle in any skill development.

Third, the learning experience or technique should be satisfying to the trainee to get the best result. Thus, the instructor should know the trainee's interests and needs in order to choose effectively the most appropriate techniques. Also, the trainee should be in the most appropriate training program in order to be satisfied with the learning experiences.

Fourth, the behavior required in the learning activity should be within the range of possibility for the trainees involved. It should be realistic. Is the trainee ready for learning how to perform a particular task? Success is motivating.

Fifth, varying the techniques will usually motivate the trainee. Successful use of a variety of experiences and methods will reduce the boredom, result in more positive attitudes, and even help prevent disciplinary problems. "Variety is the spice of life - and doesn't everyone like a bit of spice in their life?"

Based upon these five principles, techniques should be chosen as carefully as possible, However, the instructors should not feel as if they must make these decisions alone. Instead, the teacher should understand that it is important to seek inputs from other parties including the trainees themselves, craft (advisory) committee members, counselors, supervisors, and other teachers. These individuals might be able to provide valuable insight on the trainees and course content.

Sometimes, instructors forget that the trainees may know their own needs and interests better than the instructors. Trainees should have input in making decisions about how they will learn and often feel better about the instruction because they were asked for their opinions. They sense more control over their own destiny by having a role in the decision-making.

The teacher should also consult with craft committee members from the involved businesses or industries. Which techniques have they found to be effective in training their own employees? Business and industry personnel are often more than willing to share their experience with instructors in programs such as CETA.

As a part of a team, the teacher should not be reluctant to seek advice from other team members concerning the selection of training techniques. Swap sessions are often valuable vehicles toward gaining ideas from each other. After consultation with other individuals, all of whom have interest in the improvement of training, wiser decisions can be made on the simple question, "Which training technique will provide the most effective instruction and help the trainee the most toward reaching a specified objective?"

Classifying Techniques

It has been said that people remember 10% of what they hear, 50% of what they see, and 90% of what they do. If that is true, then it would make sense that training programs should call for a great deal of participation by trainees. By actually practicing and doing the tasks being taught, trainees learn more than if they are just told and shown how to perform them. Hands-on experiences should be the rule rather than the exception.

However, techniques that do not involve direct trainee participation also have an important place in training programs and effective use of these techniques is critical to successful training. These non-participatory techniques will often precede

participatory techniques and will prepare the trainees for their attempts at performing the tasks themselves.

Whether the technique involves trainee participation or not, the techniques most appropriate to training for a particular task or group of tasks should be carefully considered and determined as emphasized earlier. The following techniques may serve as a beginning reference to the vast range of techniques available to the CETA trainer.

Demonstration

A demonstration is a presentation given by an expert which shows how to perform a task or use a procedure. The presentation to the class, given by the instructor, a trainee, or a guest, should include an explanation of what the demonstrator is doing, a description of the safety precautions that need to be taken when performing the task, and an opportunity for the viewers to ask questions and receive answers. It may be accompanied by handouts or written instructions. This demonstration technique should often be followed by asking the trainees to actually perform the task with the assistance of the instructor or other trainee. Time should then be set aside for the trainees to practice the task performance.

Practicing

For a demonstration to be successful, it should be followed by actual practice by the trainees. Learning by doing should be stressed as an important element in all training programs which means, "practice, practice, practice." The trainee should be monitored carefully by the instructor, especially during the initial attempts at performing the task to ensure that the trainee develops good habits and actually performs the tasks correctly. At times it may be appropriate to have trainees who already have the skills necessary to perform a task assist the teacher in monitoring other trainees. This peer group tutoring is explained in more detail later in this monograph.

Live Projects

Practicing takes on new meaning when the tasks being performed are actually producing or distributing items that will ultimately be used. Local agencies, private and public, often request services and usually are charged on a cost-recovery basis. These live projects contribute to a more realistic atmosphere which will make the training appear more relevant and "real." The trainees may not only appreciate the training more and gain a greater realization of its relevance but may also take on a renewed feeling of usefulness as a contributing member of the program, institution and society.

Simulation

When live projects are not available, simulated assignments are the next best learning environment. A simulation is an activity performed in the classroom which resembles an actual situation. These life-like experiences may even be developed into a competitive game which often serves as a motivating technique and results in more effective and speedy performance of the tasks.

Projects

The project method is a type of instruction in which the trainees are held responsible for selecting, planning, executing, and evaluating a specific skill or work assignment with the guidance of the teacher. This technique provides an opportunity for the trainees to participate by applying what they have learned. These projects may be conducted in a simulated environment.

Field Trips/Observation

A trip arranged by the instructor and undertaken by a group of trainees for the purpose of observing the actual working world can be an effective learning medium. Observation of the performance of a worker in an occupation of interest may bring to

the trainees a sense of relevance to the training being conducted in the classroom. Seeing workers actually demonstrating the tasks being learned is an effective technique. It also stimulates interest in the trainees and illustrates the result of practice and learning. A field trip should always be followed by an activity such as a discussion or written or oral report by the participants.

Reading

The extent of reading by trainees should depend upon the particular type of training program. In certain programs, reading is an essential training tool and may require a comparatively larger amount of time than in other programs. In many training programs, most reading involves manuals which contain directions and instructions. Learning the vocabulary of a trade is usually very important and will necessitate learning to read and spell trade words and learning their meanings.

Workbooks and other reading materials may be used in some programs. Important considerations in selecting these materials include reading level, appropriate content in relation to the objectives of the unit, attractiveness, and "extra" information such as suggested learning activities and evaluation measures. The selection of these reading materials should be carefully made. One method of gaining trainee input in this procedure is to lay a number of workbooks and other reading materials out on a table for several days. Observe which trainees pick up which materials, how long they leaf through the materials, and how many of them actually read portions of it. This will give the instructor an indication as to the trainees' initial reaction to the materials. The teacher may also choose a few trainees to examine certain materials and give their opinions relating to their usefulness, appeal to trainees, and other areas of concern.

Lecture

A verbal presentation by the instructor is referred to as a lecture and may be used when the teacher has information to share with the trainees. The lecture is appropriate when the instructor wishes to do one of the following: present information in an organized manner, identify or clarify problems or issues, stimulate or inspire the trainees, encourage further work, or introduce or summarize a session. The lecture may be illustrated with films, slides, audiotapes, and other audio-visual materials. It may be accompanied by questions and answers and discussion with the trainees.

A lecture should be brief. Fifteen minutes has been found to be an approximate length of time that trainees will retain the information to the fullest extent possible. If further lecturing is required, the lecture should be resumed after another learning activity is employed to "break up" the session. Remembering that trainees may learn only 10% of what they hear, instructors should be careful not to over-use this technique.

Discussion

The lecture may be supplemented or followed by a discussion among the instructor and trainees. This conversation should have a purpose and be structured in such a way that a specific topic is being addressed and that objectives for the discussion are kept in mind. A discussion that includes the entire class may be led by the teacher or a trainee. It may serve to clarify or explore issues raised or information presented by a lecture or some other training technique. Also, it may enable the trainees to contribute ideas and opinions and help the instructor identify needs and interests that may be met in later class sessions.

Buzz Session

When the trainees are divided into several small groups to discuss a topic or conduct an activity assigned to them, it is

called a buzz session. Each group should be instructed to identify a spokesperson who will report to the class at the conclusion of the buzz session.

A major advantage of buzz groups is that they allow more trainees to participate in discussion than when the entire class is involved. Often, people are more secure and comfortable participating in smaller groups than in larger ones. Buzz groups can add variety to the class and "break up" a monotonous routine.

Brainstorming

Brainstorming is used in the following manner. A problem is presented to the trainees. Each trainee is then asked to contribute every solution to the problem that comes to mind, no matter how ridiculous it may seem. Each solution is recorded but no solution is discussed until all trainees have contributed as many ideas as possible within the specified time span.

This is a good technique when the group wants to identify several alternatives before reaching a basis for making a decision. It is also appropriate when many aspects of a problem need to be considered before it can be defined. Furthermore, brainstorming may encourage trainees who are hesitant to offer ideas because they do not feel secure enough to develop or defend these ideas. More participation often results through this technique.

Problem Solving

Problem solving is a technique that develops a trainee's ability to think critically. It involves a series of steps that attempt to solve a particular problem by collecting, applying, and testing information pertinent to the problem. This systematic procedure includes the following steps.

First, the problem is formulated and defined clearly and concisely. This step is followed by determining the factors

that are involved in, or associated with, that problem. In other words, what questions need to be answered and what further information is needed before arriving at a tentative solution to the problem?

The third step is that of obtaining information about the factors identified in step two. Then, the instructor guides the class in using the information they have gathered to determine possible solutions to the problem. These solutions are studied to determine the advantages and disadvantages associated with each solution. From this information, step five occurs which calls for a tentative solution decided upon by the class.

Step six involves testing the proposed solution. The solution is actually tried out and is followed by step seven, assessing the results of the test.

Role Playing

Role playing is an unrehearsed, spontaneous acting out of a situation, condition, or circumstance given by the teacher or by selected members of the class. This technique is especially effective when one objective is to bring the role players and observers closer to actually experiencing the feelings and reactions of those involved in a problem or situation than they would be by reading or hearing about it. It promotes an understanding of others' viewpoints and feelings and teaches trainees to empathize.

Skits

A skit is similar to role playing except that the presentation is rehearsed and is not spontaneous. It is usually of short duration and is prepared and presented by the trainees. It is used primarily to illustrate a point and gives the writer of the skit the opportunity to include important points to be made to the trainees. A film can accomplish the same primary objective but the skit offers one added attraction - participation by the trainee - and may result in a more interesting presentation.

Games

Games can be effective motivators in many situations. Examples include riddles, crossword puzzles, game show adaptations, contests, etc. A game may break up the monotony and, thus, create renewed interest in the trainees.

Panel Discussion

A panel discussion occurs when 3-6 trainees sit in front of the class and freely exchange ideas among each other and members of the audience. The conversation should have a purpose and is useful when attempting to identify and clarify problems or issues, bring several points of view to the audience, stimulate interest in a topic, or promote understanding of the component parts of a topic.

Debate

A formal presentation of arguments on both sides of a question or issue is called a debate. Arguments on one side of the issue are followed by arguments on the other side. The participants then go back and forth debating. This technique can make for a lively, interesting class session.

Peer Group Tutoring

Peer group tutoring is used when a trainee who has mastered a particular skill helps another trainee learn the skill. This technique works well when the class is composed of trainees with a wide range of ability. It is especially effective for training underachievers. Also, those trainees doing the tutoring benefit from the reinforcement of their skills. It builds confidence in the tutors and helps them learn skills in working with others.

In addition, peer group tutoring is an assistance to the instructor who is freed to spend more time with one trainee without feeling as if others are being neglected. This system is efficient and makes for better use of everyone's time.

Audio-visual Aids

Audio-visual aids appeal to the senses of seeing and hearing. Examples of visual aids include films, filmstrips, slides, handouts, transparencies for use on an overhead projector, chalkboards, flannel boards, flip charts, television, video tapes, charts, posters, bulletin boards, and opaque projectors. These visuals may be supplemented by audio aids including audiotapes, radios, and records.

When aids are used in a planned learning situation, they can be quite effective. However, the aids must be carefully selected and the equipment should be kept in good repair. Furthermore, the trainees should be readied for the audio-visual presentation and the conclusion should include a summary and discussion of the information delivered.

Certain questions should be answered before an aid is used. Does it address the objective? Is it current? Is it well designed? Is the price within the budget? Is it obtainable at the appropriate time?

Combining Techniques

Often, more than one technique is appropriate for developing a specified objective. Selecting a technique is an important element of the role of instructor, as explained previously. Of additional concern is the combining of techniques for effective training. One technique may supplement another and the combination may be more effective than using one technique in isolation. For example, transparencies may accompany a lecture; a demonstration may serve as an introduction to actual practicing.

An additional consideration is that if one technique or combination of techniques does not produce the desired results, an alternative technique or combination may prove to be more effective. It should be remembered that self-confidence is built by successes; therefore, if an objective is not reached after one

learning activity, another should be tried until the objective is achieved. Audio-visual aids can serve as a means of trying different approaches so that the trainees can realize more successes.

On-The-Job Training

Of course, the most realistic setting for learning is directly on-the-job. This method helps to prevent problems from continually having to update equipment and simulate real conditions. When on-the-job training is supplemented with classroom training, instructors become coordinators in the sense that they coordinate the skills being learned on the job with the training being provided in the classroom. They must also see to it that on-the-job training is as broad and effective as possible. This can be accomplished by the use of a training plan which outlines the learning experiences to be provided on-the-job and serves as a method of correlating the job activities with classroom training.

Space in this monograph does not permit a thorough discussion of the role of an instructor in an on-the-job training program. However, several books are available from publishers that address the topic of on-the-job training through the cooperative methods of instruction and work experience programs.

Individualized Training

The topic of individualized training ranges from identifying the unique needs and interests of trainees, to training in occupational areas of their choice, to determining learning experiences that suit their interests, backgrounds, and abilities.

Using a pretest helps the instructor identify what the trainees already know how to do and what skills they need to learn. If a trainee already knows how to perform a task, the training in that task often becomes boring and usually is a waste

of time. A continuing record of skills mastered by the trainee should be kept and updated continuously.

Trainees may work independently, in small groups, or in large groups, depending upon the curriculum and training techniques employed. A method of informing the trainees of the activities they are to be involved in during a particular training session is to keep a record on the bulletin board. Upon entering the room, the trainees merely examine the chart and identify what they are to do that day. Mixing up the small groups and having the trainees work independently, allows trainees to work at their own pace without needing to be concerned about other trainees' activities and where they are in relation to others. Comparing is made more difficult by this process.

When using individualized training, the instructor should divide the classroom into small-group sections. One section may have audio-visual equipment and materials, another may have self-paced learning activity packets with desks, another may have reference materials with tables and chairs, another may have laboratory equipment, and another may have study carrels. On a broader scale, the room or section of the building may be divided into two major areas - classroom and laboratory.

Trainees should feel comfortable about coming to the teacher for assistance. However, other sources of assistance should be made available to the trainees. One such source is another trainee. Trainees should be encouraged to seek help from classmates. If individual learning packets are available, these may be used as another source of help. A workbook and materials library should be set up for reference by the trainees.

Evaluation

Evaluation should be considered to be a method of determining whether or not the trainee has reached certain objectives. If the objectives have not been reached, it may be best to use

different training techniques in an attempt to reach the objectives. It may take several evaluation attempts before the trainee achieves a particular set of objectives and shows competence in those skills.

The progress of a trainee may be kept on a progress chart, in a grade book, in a record of skills such as that explained under individualized training, on the training plan if on-the-job training methodology is being employed, or in some other format. Specific evaluation policies and procedures are often adopted by institutions. Instructors should seek information concerning evaluation immediately upon employment by an institution.

Summary

In summary, the instructor seems to be a key contributor to effective training. Efforts to prepare more appropriate environments for learning, increase cooperation among members of the training team, and achieve better role modeling, will result in improved programs and greater and better learning by trainees. Furthermore, concentrated planning, use of effective motivating and training techniques, and ongoing evaluation practices will serve to strengthen the training being provided and result in more competent, effective workers in the world of business and industry.

Figure 1

Unit Plan Format

Program Title _____

Unit Title _____

Overview _____

_____

_____

_____

Trainee Performance Objectives	Content	Learning Activities	Resources	Evaluation

Instructor Notes:

Figure 2

Daily Plan

Unit Title _____

Session Topic _____

Objective(s) _____

_____

Resources and Materials Needed _____

_____

Announcements _____

_____

Introduction _____

_____

_____

Content	Techniques

Evaluation _____

_____

Summary _____

_____

_____

_____

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